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An outcome of the Institute for Local Directors of Special Education held in Charlottesville, Virginia, March 3-5, 1965, the document recognizes the great variance in local conditions and is intended as a guide for local administrators rather than a statement of specific policy. Sections included: (1) "Historical Perspectives" by Jennie Brewer, (2) "Philosophical Guidelines" and "Organizational Guidelines" by William J. Younie, (3) "Curriculum Guidelines" by Jennie Brewer and Howard L. Sparks, (4) "Administrative Directions" by Harrie M. Selznick, and (5) "State Rehabilitation Services" by R. W. McLemore. In the final section, "Some Capsule Programs," intended to stimulate thinking about terminal programs, William J. Younia presents nine program descriptions each of which is a composite of two or more actual programs. (JK)

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Guidelines for Establishing

School-Work Study Programs

for Educable Mentally Retarded Youth

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SPECIAL EDUCATION SERVICE
STATE DEPARTMENT OF EDUCATION
Richmond, Virginia 23216
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Guidelines for Establishing School-Work Study Programs

For Educable Mentally Retarded Youth

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STATE DEPARTMENT OF EDUCATION
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Editor's Note

Although the speed of the world spinning in space is relatively constant and predictable, the actions of its inhabitants are not. Their programs often develop at an uneven rate with resulting inadequacies and inequities in services. The lack of parallel programs in special education is quite evident particularly when the few well-organized and operated secondary school classes for the mentally retarded are compared to the many well-established, efficiently run classes for those retardates in the primary and intermediate grades. Only recently, sufficient stress has been placed upon the establishment of suitable programs for retarded youth in the junior and senior high schools. One of the most obvious results of this stress has been the establishment of school-work study programs. These attempts to provide an answer to the problems of secondary school programming, although representing a giant step in the right direction, have tended to be weakened by the lack of any well-formulated goals to which their development might be compared. This publication is the modest attempt of one state to bring together the thinking on school-work study programs which may be useful to teachers and administrators who are seeking such goals. It reflects the experience and field-tested knowledge of a group of outstanding professionals who know well their state and its needs and who have as their primary concern the improvement of education for its retarded citizens. It has been my pleasure to participate in the recording and editing of the ideas, opinions, and hopes of these professionals. The experience has been a rewarding one for me and, hopefully, will provide the impetus to others to stake out and secure those guidelines which will result in successful school-work study programs for Virginia, and, hopefully, for other states as well.

W. J. Y.

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OVERVIEW

Guidelines for Establishing School-Work Study Programs for Educable Mentally Retarded Youth is an outcome of the Institute for Local Directors of Special Education held in Charlottesville, Virginia, March 3-5, 1965. It is hoped that local administrators will work toward the eventual achievement of the goals as set forth in this bulletin and that work-study programs will reflect the standards subscribed to in these guidelines.

The term school-work study, as used in this publication, represents a program that interrelates elements of school and work in a structured manner so that the educable mentally retarded pupil's transition from one life area to another will be smooth and successful. A further meaning of the term implies cooperation between the agencies responsible for the metamorphosis of the retarded individual from pupil to worker. In Virginia, there has always been a close administrative and working relationship between Special Education and Vocational Rehabilitation. This fruitful association is receiving renewed attention as the movement for the establishment of school-work study classes for the educable mentally retarded gains momentum in the State.

The growth toward the establishment of school-work study programs in Virginia has progressed as the members of the professional staff of the Special Education Service have provided guidelines for use by local school systems in setting up a twelve-year special class sequence. Presently, there are four segments to this progression. Children are grouped by age into four divisions: (1) pre-academic or primary classes; (2) intermediate; (3) junior high (or advanced intermediate); and (4) secondary.

Progression from group to group is a flexible matter and depends on the individual child's achievement and maturity levels. It is expected that an educable mentally retarded child will receive an appropriate diploma along with the twelve-year regular graduates. During the latter phases of the progression, emphasis is placed upon preparation for jobs. The instructional program includes study of jobs available in the community, how to apply for a Social Security number, visits to businesses where work opportunities may be available for retarded youth; and a study of tasks and skills required for success in jobs commensurate with the abilities and aptitudes of members of the class. Instruction is given in how to make application for a job, the importance of good grooming, the necessity for punctuality on the job, loyalty to the employer, and performance of tasks in a thorough manner.

School-work study opportunities are sought for all pupils who

have a readiness for part-time work. The classroom instruction is closely related to the work experience.

When the pupils have reached legal work age and appear to be ready to consider work opportunities, referral is made to Vocational Rehabilitation. This enables the rehabilitation counselor to work with the youth for a period of from one to three years prior to his leaving school. This helps to give the boy or girl a feeling of security and provides a smooth transition from school to employment. It is also advantageous to the counselor because he has adequate time to make a thorough study of the individual and to explore the possibilities for additional training or placement.

The Special Education Service has received many requests for specific aid in the form of guides, materials, and consultative services on how to conduct an efficient school-work study program that will prepare educable mentally retarded children for good citizenship and adequate vocational adjustment. This demand was given impetus by the Institute for Local Directors of Special Education. The senior consultant was Dr. William J. Younie, Assistant Professor of Special Education, Teachers College, Columbia University. Special consultants included Dr. Harrie M. Selznick, Director of Special Education, Baltimore City Schools, Baltimore, Maryland; Dr. Howard L. Sparks, Consultant in Mental Retardation, Virginia Department of Education; Miss Grace M. Smith, Director of the Virginia Mental Retardation Planning Council; and Mr. R. W. McLemore of the Virginia Department of Vocational Rehabilitation. The Institute was made possible by a grant from the U. S. Office of Education under Public Law 85-926, as amended.

The publication traces briefly the background of school-work study programs, sets forth philosophical, instructional, organizational, curricular and administrative guidelines for the school phase of the program and considers the role of the Department of Vocational Rehabilitation in providing additional training and placement of the educable mentally retarded. It was written after careful consideration of a number of programming concepts which have been proposed or instituted for the educable mentally retarded and are derived from Virginia and many other states. They reflect the opinions and experiences of many persons and where possible are based on research, even though research in this area is severely limited. The publication attempts to give consistency to the ideas culled from many programs and to present them in a way which will provoke thought on the part of the reader.

The publication should be used as a guide and not as a statement of specific policy. The guidelines set forth here are indicative of the general philosophical and administrative thinking of the Special Edu-

cation Service. The inherent flexibility reflects the recognition that the great variance in local conditions negates the adoption of a single approach to school-work study programming. Within this flexible format, however, optimum goals are frequently stated and it is hoped that local program directors will work toward the eventual achievement of these statements of higher standards.

It is anticipated that this bulletin will be revised to reflect advances in the Virginia program of school-work study. Toward this end, the Special Education Service invites suggestions, comments, and reports of successful school-work study programs.

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HISTORICAL PERSPECTIVES

JENNIE BREWER

A study of the development of Special Education and Vocational Rehabilitation in Virginia shows a number of parallels in the rate and direction of growth and emphasizes the close relationship of the programs throughout their history.

Special Education

Special Education had its beginning in Virginia in the founding in 1839 of the Virginia School for the Deaf and the Blind at Staunton. As early as 1918, some of the metropolitan areas in Virginia, without State support, established special classes for mentally retarded children within the public schools. These classes were identified as "opportunity classes" or were given letter designation as classes for slow learners. Because of poor selection criteria and lack of knowledge concerning mental retardation, school divisions expressed dissatisfaction with these programs and there was a gradual diminishing of the number of classes for the mentally retarded during the 1920's.

During the biennium 1938-1940, Special Education personnel were first employed in the State Department of Education and State-stimulated programs were initiated for children with physical handicaps, mental retardation, and speech defects. Also, a line item appropriation of $50,000 per year was included in the State biennial budget and State aid was allocated to local school divisions by administrative action. During the period 1938-1952, however, because of the meagerness of the appropriations, only a few Special Education programs could be supported throughout the State.

In 1954, the General Assembly passed legislation giving the State Board of Education specific responsibilities for an expanded program of special education services.

The State Department of Education, beginning with the school session 1954-1955, by formula provided State financial aid for the operation of special classes for the educable mentally retarded and the trainable mentally retarded. Since that time, the appropriations have increased and the number of classes for mentally retarded children has grown from 15 in 1953-54 to 445 in 1965-66. With the increased financial support for the 1966-68 biennium, it is estimated that classes will be organized at an accelerated rate during this period.

Vocational Rehabilitation

The present program of Vocational Rehabilitation in Virginia evolved from a 1920 statute enacted by the General Assembly of Virginia prior to the passage of the Federal Vocational Rehabilitation Act. Later in the year, provisions of the Federal law were accepted by the Governor and the Assembly. From 1922 to 1928, the Rehabilitation Service in Virginia was administered by a Special Board composed of the Governor, the Chairman of the Industrial Commission, and the Superintendent of Public Instruction.

In 1928, Rehabilitation Education became a service within the Division of Vocational Education of the State Department of Education. It was administered as one of four Federally aided programs. In 1938, a Division of Rehabilitation, Special, and Adult Education was removed and the mentally disabled and epileptic became eligible for physically handicapped adults; (2) special education for handicapped children; (3) adult education; and (4) World War Orphan Education.

The actual beginning of vocational rehabilitation for the mentally retarded derived from Public Law 113 passed by Congress in 1943, when the restriction of services to the physically handicapped was removed and the mentally disabled and epileptic became eligible for rehabilitation. Additional impetus was gained from Public Law 565, passed in 1954.

Although mentally retarded individuals were knowingly served by the Virginia agency prior to 1958, this was the first year that the Annual Report of the Superintendent of Public Instruction specifically indicated case closures for this population. Ninety-nine cases were reported rehabilitated during the fiscal year of the 1958-59 report. The 1963-64 report indicated that 245 cases were closed as rehabilitated.

The Department of Education was reorganized July 1, 1958. At that time, Special Education and Elementary Education were placed together in a Division of Elementary and Special Education and the Division of Vocational Rehabilitation became a separate service. The General Assembly, in July 1964, established the Rehabilitation Service as a State agency with an independent Board of Directors.

The Department of Vocational Rehabilitation provides a specific supervisory position for the mentally retarded and has instituted a program for assigning counselors with special training to extend services.

History of School-Work Study Programs

The concept of building a program which bridges schooling and work is not unique to the mentally retarded. The first school-work study program based on the concept that many items of technical

knowledge and personal growth can be secured most economically through actual on-the-job employment was founded at the University of Cincinnati in 1906. The first high school program was founded in the Cincinnati public schools in 1907 as a direct result of the experiment at the University.

As was the case with the Virginia programs just reviewed, work-study programs in general education grew rather slowly for many years. The Vocational Education Act of 1963 gave particular emphasis to work study program planning and interest in these programs is at a new high. As in other areas of special education, work study programs for the educable mentally retarded have reflected the developments evident in general education and have followed their growth. School-work study programs have been known to special education for some time and examples of them have been given in the literature for approximately the past thirty years. However, general acceptance and establishment of school-work study programs for the educable mentally retarded is a rather recent occurrence. The parallels to be drawn between school-work study programs in general education and those in special education are so strong that there is some question whether such a program for the mentally retarded can be successful if there are no other work study programs in a school division.

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PHILOSOPHICAL GUIDELINES

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One of the most significant developments in educational programming for the educable mentally retarded has been the recognition that the school is responsible not only for imparting society's cultural traditions to these pupils through academics, and academically related activities, but is responsible also for insuring that they are able to live these traditions in their personal, social, and occupational lives. The recognition that the retarded will require assistance in relating their school learnings to the world of adulthood has generally been expressed through the establishment of some type of transitional program that embodies mutually supporting curriculum ideas from the worlds of both school and work. The transitional program may be found in elementary, junior high, or high school. It is, however, best situated in the high school setting where it is usually designated as the school-work experience program, the work-study program, or a similar term. For sake of clarity, the term school-work study program will be used throughout this publication.

The establishment of school-work study programs for the educable mentally retarded is the logical outgrowth of specific philosophical principles that have been espoused in the field of special education for many years. These principles have their roots in general education and insure that the school-work study program generally will be philosophically consistent with other programs within the school setting. Because the school-work study program has as a direct goal the vocational placement of the retarded young adult, it must also incorporate into its philosophical base some of the guiding principles of the adult, non-school, work world principles which when formalized for the handicapped are seen to have their roots in vocational rehabilitation. Consequently, a school-work study program must be organized and operated with a dual set of philosophical principles drawn from special education and vocational rehabilitation. Some of these guidelines are quite similar. Others will be quite dissimilar and at times will conflict.

Special Education Guidelines

The philosophical principles which underlie special education for the educable mentally retarded have been stated many times and in a variety of ways. They may be summarized as stressing the fact that the educable mentally retarded are to be considered in a positive

manner along the continuum of normalcy and that their education is to be based on the same general goals that are espoused for all children. The special education philosophy of the school-work study program is somewhat more specific in its stated goals as it refers to a number of fairly well-defined activities and outcomes. Using the special education philosophy of the school as a base, the school-work study program may be stated to be guided by the following general principles:

1. The public school has a basic responsibility for providing programs for all children during the school years as defined by local law or regulation. These programs shall be designed and conducted so as to best meet the needs of the individuals assigned to them.
2. The educable mentally retarded shall have a special program but this program will not result in their being isolated from the society to which they must adjust after leaving school.
3. As with children of higher intelligence, the goal of economic self-sufficiency is recognized as being a vital objective for the educable mentally retarded. On the basis of information presently available, it is assumed that this goal may be reached most efficiently and effectively through a well structured, vocationally oriented program which is designated as a *school-work study program* or some similar term.
4. While the goal of economic self-sufficiency is considered primary to the school-work study program, it is not the only objective which is sought and should not overshadow other benefits which the school can provide.
5. The school-work study program cannot exist in isolation but must be a part of a total organizational plan which actively involves teachers at all developmental levels. This plan will consider the school-work experience program as its final instructional phase.
6. The teacher will function as a member of a total school team organized to give assistance to the educable mentally retarded child. The team will operate on the premise that while the teacher has specific responsibility for the child in the school-work study program, the entire school has general responsibilities which it must fulfill.
7. While the time in the child's life allotted to his education must not be wasted, neither must it be compressed so that there is not enough space for the testing, the teaching and the maturation that must take place. The child must have time to fail and to try again.
8. Because of the mental and social handicaps which characterize

the retarded, the school is responsible for insuring that its retarded graduates receive adequate post-school services. This responsibility may be realized through the techniques of referral and the training of students in the use of community resources. The techniques imply close liaison between the school and local rehabilitation agencies of various types.

Vocational Rehabilitation Guidelines

The philosophy of vocational rehabilitation, unlike that of special education, is neither an outgrowth nor a reflection of the philosophy of any one professional field, as vocational rehabilitation itself is basically a concept that is defined in terms of coordination rather than specialization. However, this coordinated effort is given specific direction by a series of general principles that have been evolved from our overall social structure. The school, too, while depending for philosophical development on its educational specialization, draws many of its general principles from the same societal source. The only basic difference in the use of the material drawn from the study of society is that the school's primary concern is childhood while vocational rehabilitation's major focus is on the child turned adult.

Looking briefly at the adult world, the following conclusions can be tentatively made concerning a philosophy of vocational rehabilitation as it relates to a school-work study program:

1. Work is central to man's life. It gives him importance and function by allowing him to become a productive member of society; therefore, through its concreteness, work can be used as a powerful motivator and satisfier.
2. Each of the handicapped may have vocational and other capacities that have not yet been realized but which can be utilized for success in adulthood if recognized and developed through the motivation of work.
3. The world of work is demanding; it has been established on standards of production rather than sympathy. It is a world to which the retarded must be made to fit. Only rarely will it mould itself to fit them.
4. Closely related to the reality of work is the reality of time. Hope can be sustained for only so long. Training routines can be repeated efficiently only a limited number of times. Facilities for training and placement are not abundant. The structure of vocational rehabilitation services is restricted by funds and personnel; therefore, if the retarded child does not succeed in reaching specific vocational goals within a necessarily arbitrary time limit, room must be made for someone

else and the client referred to whatever non-vocational facilities are available.

5. Each client is, in effect, a product against which future clients will be measured. If public attitudes are to be improved, if employers are to be expected to continue hiring the retarded, clients must be carefully placed even though some individuals may be made unfeasible for available vocational rehabilitation services by the requirements such selective placement demands.
6. Vocational rehabilitation is primarily a service for those whose age permits them to be employed; consequently, it cannot be expected to extend itself, *as a total service*, to those of the retarded who are still legally the responsibility of the school under compulsory attendance laws. Vocational rehabilitation can, however, provide many partial services which will help the school-age child achieve later vocational adjustment.

The Elements of Change

Each of the general guidelines mentioned here is assumed to have an important role in determining the manner in which an individual school-work study program is developed. It is not assumed, however, that every special educator or vocational rehabilitation specialist responsible for such programs will wish, or be able, to adopt these principles as a whole; nor is the assumption made that they will agree with all of the implications that the individual items suggest. The principles stated are considered to be those that are most consistent with the research evidence, professional opinions, legislative mandates, and evaluations of practicality that are presently available on a national basis. In practice, a number of school systems and local rehabilitation facilities have not instituted changes which would move their thinking, nor their programs, to the levels indicated here. On the other hand, there are many individuals in both special education and vocational rehabilitation who have changed their thinking to expand greatly the scope of this philosophical summary. The expansion is reflected in new state and federal legislation in both fields which has rapidly come into being and the new programs which are being developed to implement the various provisions of this legislation.

The rate and amount of change necessary to move from a narrowly based program of special education to one that encompasses or goes beyond the principles stated here seems to depend upon the interpretation given to the definitions which shape the philosophical framework.

If we define education primarily as the acquisition of knowledge related to our cultural heritage, it will be difficult, if not impossible, to fully justify and support a program such as school-work study

which emphasizes immediate knowledge and draws its subject matter from the actual experiences the student meets in his part-time work situation.

If the term *vocation* is defined so that it emphasizes the concept of remunerative work in a competitive job environment only, the numbers of the educable mentally retarded who may be considered for vocational placement will be restricted greatly.

If precise knowledge is to be gained concerning the present level of a program's philosophy and consequent direction, the same test of terminology must be made of the terms *habilitation, rehabilitation, work placement, vocational counseling, parental cooperation, academic achievement, student interest, social adjustment, maturity*, and the like. Only through this process can the "bench marks" necessary to measuring future change be established.

Teachers, in general, appear to have a somewhat fixed opinion concerning their role in changing school philosophy and policy. This opinion appears to be based approximately two degrees south of administrative frustration, three degrees east of supervisory fearfulness, four degrees west of policy ignorance and one degree north of general inertia. Although this opinion of teachers concerning their role in policy making has shown recent signs of positive change, teachers very often have done little or nothing about affecting school policy because they are fearful of undermining their relative security by delving into matters about which they feel they have limited competence.

The special class teacher, however, cannot afford the peace of not being involved in change if he expects to develop a vital program that will lead to the successful vocational rehabilitation of his retarded pupils. The special class teacher is rather visible as a professional and cannot rationally adopt a "me too" attitude, as his program is expected to be different in a way that produces results. The special class teacher usually has little to fall back on in terms of prepared materials, supervision, or other assistance; therefore, he must either be creative and quick to promote change or obviously be content to simply mark time. Whether he realizes it or not, the special class teacher has a personal obligation to effect positive change which he accepted when he decided to enter special education. For it is the commitment to make changes to meet special needs created by special handicapping conditions that truly makes his field of education *special.*

Forming Individual Guidelines

Once the teacher of the school-work study class accepts his obligation to set the highest possible standards for his particular class or school system, how does he evolve the guiding philosophy necessary to the task?

Basically the establishment of a philosophy for a school-work study class is a series of compromises with a set of apparently constant contradictions.

1. The teacher's philosophy must be broadly based on the philosophies of both special education and vocational rehabilitation but must be very specific concerning its responsibilities to each area. While differences should not be emphasized, their recognition should be implicit in the philosophical framework.
2. The teacher's philosophy must start from local needs, conditions, and opportunities but must eventually consider the adoption of state, regional, or national philosophical directions if they are broader and more meaningful in scope. The philosophy must recognize the fact that the individual teacher is free to deal with immediate problems but is not necessarily to function forever in a pleasant world of his own making.
3. The philosophy adopted may reflect an experimentation which sets it apart from currently acceptable ideas, but the differences must be defensible in terms of current knowledge of mental retardation and be consistent with the generally accepted goals of special education.
4. The teacher's philosophy must be based on careful thought and some dreaming but it must show a deep awareness of the practical matters to be faced when the program is established. It must be a philosophy that has a hope of being realized without extensive downward revision.
5. The philosophy should mirror the basic principles of general education but must reflect also the educational differences which are peculiar to mental retardation as it is generally defined. It should be a philosophy which results in a program that is not readily transferrable to other groups because it truly matches the retarded pupil's special needs in the area of vocational rehabilitation readiness.

A Personal Challenge

One method of developing philosophical guidelines for a class is to consider the principles stated earlier, look again at the terms that require defining, and then compare the principles and the definitions arrived at with what seem to be the prevalent philosophy in the local school district or system. Or, one might wish to do some additional thinking before undertaking such a task by giving some attention to the statements* below. Each expresses an opinion on special education

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*The discussion statements presented here are adopted from the material 'Setting Philosophical Guidelines" developed as part of Training Grant 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D. C.

or vocational rehabilitation from which a viewpoint may be developed. Select the negative or affirmative position and then attempt to offer four or five arguments in its defense that are based on knowledge of retardation, education, and society.

1. The retarded are unable to make most decisions as well as normal persons. Accordingly, we need to provide them with a structured program. The classroom phase of the school-work study program should be based on the persistent problem approach even though this approach has been questioned for the normal child on the grounds that it may unnecessarily predetermine a student's life goals.
   Yes _____ No_____ _____
2. To make the retarded economically self-sufficient is the primary goal of special education.
   Yes _____ No_____ _____
3. Since habilitation and special education are generally felt to be synonymous terms, it would be logical to have a school-work study program develop its own counseling and placement services.
   Yes _____ No_____ _____
4. Everything that a special education teacher does in the classroom at any level is, in a sense, prevocational in nature.
   Yes _____ No_____ _____
5. Where rehabilitation has not been helpful to a retarded person, it has been because the severity of the disability has been so significant that we do not yet have the therapeutic tools with which to deal with it.
   Yes _____ No_____ _____
6. If we could establish well-run school-work study programs in all communities, the work placement problems of the mentally retarded would be almost entirely solved.
   Yes _____ No_____ _____
7. Teachers of the normal child should share the responsibility for habilitating the retarded child and special educators should persist in seeing that this responsibility is met.
   Yes _____ No_____ _____
8. Teachers should be helped to counsel parents concerning the child's vocational placement potential as soon as this potential is discovered.
   Yes _____ No_____ _____
9. As a general policy we should see that the educable mentally retarded in a school-work study program are educated in classes with normal children wherever possible.
   Yes _____ No_____ _____

10. In a sheltered workshop, activity and social contacts are more important than money.
    Yes _____ No_____ _____
11. We need to develop a new type of vocational rehabilitation worker. He will be part teacher and part counselor, and will eventually serve as a supplement to special class teachers in the junior and senior high school.
    Yes _____ No_____ _____
12. The usual school-work study curriculum is oriented toward short term goals with the result that long term goals of academic achievement are neglected to the detriment of the pupil. Is this advisable?
    Yes _____ No_____ _____

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THE EDUCATIONAL-VOCATIONAL CONTINUUM

WILLIAM J. YOUNIE

The philosophy just discussed has great interest but little value unless translated into terms that allow its implementation; an implementation that does not begin in the teens but one that must be considered when the child enters school. As the President's Task Force on Education and Rehabilitation (1962) notes, "When the retarded reaches adulthood, he is poorly equipped for job training or placement and it is often too late to overcome the handicaps which have been allowed to accrue." One method of insuring that philosophical principles will be implemented so as to overcome objections related to those of the president's panel is to plan the retarded child's school experiences within the framework of a program that insures consistency of purpose and a definite progression toward carefully specified goals. This program can be designated in a number of ways, one of which is the educational-vocational continuum.

The educational-vocational continuum is organized on the assumption that the overall vocational competence of an individual is made up of many factors, all of which must be provided for in an educational program from the *early* school years onward. The factor most often recognized is the specific competence identified as a job skill or as a profession. In addition to the technical knowledge, skills and capacities comprising this competence, the individual also has certain social skills, behavior patterns, psychological adjustments, personal appearance standards, and other attributes which affect his total vocational makeup. And, while the specific job skill or profession usually is chosen as a function of the later school or early post-school years, the attributes supporting it are developed much earlier and often determine the vocational choice which is made. Individuals are often not conscious of how or why they develop the attributes which allow them to effectively use their vocational or professional training. This is so because society has developed a fairly elaborate system of preparatory tasks which insures vocational readiness without noticeably labeling it as such. This preparation includes learning how to meet people, how to schedule time, how to become sensitive to the feelings of others, and generally how to achieve the happy state known as "good adjustment."

With the normal or bright child the educational-vocational con-

tinuum is an implied concept expressed through a carefully graded system of education which provides its graduates with a number of vocational choices.

The educable mentally retarded grow up in an educational milieu where their school and their family are different because they, the retarded, are perceived by society as being different. The retardate's school world is special because he is perceived to learn poorly in the usual class setting. His family becomes special when he is perceived as incapable of achieving the goals which our society deems important to all children; namely, that they will take advantage of educational and social opportunities and achieve a status superior even to that of their parents. Because of perceived differences, the retarded child does not receive the same series of experiences given to the normal or bright child and, therefore, usually does not become vocationally ready in the same way or at the same time. With the retarded child, the experiences leading to vocational adjustment which are contained in the program for the normal child must be given specific identification and organization. Again, with the retarded child, the concept of the educational-vocational continuum is not implied and must be in definite programming terms. The programming terms of the educational-vocational continuum are based on a number of considerations. Among these considerations are:

1. An understanding of how the retarded child develops his concept of self.
2. An understanding of what occurs when special grouping procedures are instituted.
3. An understanding of why a special curriculum must be formulated and of what it must consist.
4. An understanding of the teacher's uniqueness.

Self-Concept Development

The child is thought of generally as being a product of the home and he brings a great deal of his environment into school with him. What he brings determines, to a major extent, what effect the school will have on his development. The retarded child who is to be shaped through a proposed educational program must be looked at carefully as he may have some reactions of his own in mind, reactions that are formed by his exposure to being different at home as well as at school. The retarded teen-ager from a home in which work is not valued is not likely to see much purpose in a school program whose main emphasis is on work even though the teacher feels this program is the best possible preparation for the particular teen-ager's future. Conversely, the student from a home where the only occupational models are drawn from the professions may see himself as quite unsuited for the rather menial jobs for which the school purposes to prepare him.

Knowledge of self-concept development in the retarded is still somewhat fragmentary. However, considerable research has been done with normal individuals and with the physically handicapped to determine how self-concept development is related to educational and vocational programming. Drawing upon this literature and what is known about mental retardation, one can reach a number of tentative conclusions useful to the teacher in his everyday planning.

In every situation individuals make measurements of people in terms of how those people affect them. They begin by taking stock of their own feelings and attributes. From this base all individuals evaluate how others perceive them, and finally, use this information to judge others.

The development of a concept of self results from a number of internalized reactions to changes in the environment. These reactions are personal and are determined by how the environment is perceived. The classical illustration of this concept is seen in the child who cries. If his crying attracts the attention of sympathetic parents and they feed him, change his diaper or otherwise make him comfortable, he feels rewarded. To this child, society in an admittedly limited sense, is nice. It is a place where continued involvement is promising. If the child cries and evokes no reaction, or a reaction that is not rewarding, he will continue to cry or eventually learn to select some other course of action from the limited repetoire available to him. Since this child's needs are not met, he tends to view society in a distant or hostile way. To this child, society really has little to offer and, therefore, may not be worth exploring further. It may be said that a person reacts to a situation on the basis of the summary of his past experiences and not necessarily to the identifiable stimuli of the immediate experience. Thus, the retarded child approaches school tasks not in the terms which we ascribe to him because of his retardation but in terms of how he feels his reaction will make him most comfortable in the particular situation. He perceives each situation in a way that he has learned. This way will differ from child to child and may not always match the teacher's expectation.

Since self-concept development is a process of perception and organization of stimuli, the level of self-concept development appears to be related to both intelligence and emotional stability. Consequently, retarded pupils will generally develop their self-concepts in a way that is somewhat different. Some of the problems which lead to these differences may be summarized as follows:

1. When the retarded child makes trial and error explorations of his environment, he may:

    a. Have limited experiences because the adults responsible for him are fearful he will meet injury or failure.

b. Be unable to assimiliate sensations adequately enough or quickly enough to meet expectations of teachers or others who direct his learning.
c. Have a very limited range of reaction choices and continue to respond inappropriately because he does not know how to respond otherwise.

2. When the retarded child is building his identity of self, he may:

   a. Be unable to develop the necessary vocabulary and make verbal associations because language development is impaired or delayed. Also, if language does not come when parents expect it, stimulation may stop or may develop into nagging.
   b. Be hindered by the experiences of environmental isolation or parental rejection which contribute to a feeling of anonymity and are a strong deterrent to the formation of a sense of self.
   c. Be hampered by language teaching which tends to emphasize a predetermined vocabulary rather than develop language which the retarded child can be expected to use in defining himself and his surroundings.

3. As the child identifies with persons and objects in his environment to build a portrait for himself of his body image, possessions, and surroundings, he may:

   a. Be able to tolerate ambiguities and inconsistencies in his self-image which would be rejected or be a source of anxiety to a non-retarded person, because in the retarded the disability tends to inhibit abstraction and to limit experiences.
   b. Be able to generalize but unable to perceive relevant differences because of associative difficulties.
   c. Have difficulty integrating a picture of his disability into his self-concept because society does not value his intellectual level. Since intelligence is part of the core of self, the child tends to reject anything that threatens to devalue it.

4. In the process of developing the self-concept, the child establishes a base for determining what he can and cannot accomplish. The retarded child may set his level of aspiration too high or too low because he has:

   a. Received constant over-protection and thereby has not had opportunities for reality testing.
   b. Experienced constant failure.

The teaching may assist the retarded pupil to develop and main-

tain a healthy self-concept throughout his school years by observing the following suggestions in planning classroom activities:

1. Experiences must be made available to the child before, during, and after he can be expected to be ready for them.
2. Assessment and appraisal must be continuous and at a level where the child can be involved.
3. The program must include self-concept development activities the way it includes academic and other activities.
4. Activities for the development of social skills in reasonable situations must be frequent and realistic.
5. Practice should be provided in making sharp differentiations between ideas.
6. Language instruction must be considered as developmental rather than purely as subject matter.

While the idea of self-concept is a rather abstract one that is not always visibly incorporated into programming for the retarded, grouping is a concept which cannot fail to be noticed.

Grouping for Instruction

Grouping the retarded in relatively small classes has the stated advantages of lessening competition with normal peers, presenting teacher and child with an opportunity to build a sense of self-measurement, allowing for more individual attention, and making curriculum change more feasible and efficient.

Negatively, grouping removes the retarded from the stimulation of their peers, artificially isolates them from competitive society for a considerable period of time, and hampers the opportunity for normal children to learn how better to accept the retarded.

These problems are recognized and an attempt is made to cope with them by placing the special class in the regular school and encouraging maximum interaction between special class pupils and normal pupils. One problem which is usually not identified and thus rarely solved is the effect resulting from the substitution of the traditional grade organization with a class scheme that produces groups having rather wide age and achievement ranges. The traditional grade organization is based on the assumption that chronological age is a logical and, therefore, good basis for grouping and that this logic may be extended to presenting the same material to all children of the same age. This assumption has been argued against and obviously has created some serious inequities. However, despite its faults, the traditional grouping system does make it easy to measure and stimulate all of the academic, social, emotional and physical attributes expected of certain age levels that are so important to later vocational success.

The grade system makes it easy to set certain expectation levels to the point where they can be standardized and put into textbook format. The traditional system also makes it easy for the teacher to learn what to expect of certain ages and thus plan for them. In short, the present arrangement in the regular grades encourages the systematic development and evaluation of those traits which are involved in successful vocational placement for a large number of pupils.

The establishment of special classes does away with the traditional system and creates a situation in which it is difficult to identify, measure, and stimulate traits important to later vocational success. This is not to suggest that the special class should be abandoned. But it is to suggest that there must be recognition that the special class does not have the built-in developmental system of the regular grades and, therefore, programs must be planned to provide for this. The educational-vocational continuum attempts to overcome this problem by building its activities around the goal of eventual vocational placement of some kind. Such focus allows the teacher to plan an activity structure based on the child's measured and projected vocational development. The structure usually takes the form of four groupings; primary, intermediate, junior high and high school. Each level prepares the child for advancement to the next level but also considers the realities of adulthood in its planning.

Curriculum Planning

When special class grouping destroys the inherent sequence that is achieved by the use of a traditional grading system, it also upsets the progression of the traditional curriculum. The standard curriculum has an inherent series of developmental steps which help the teacher and child to systematically achieve pre-determined goals. The rigidity of such a system is all too apparent and results in its rejection for the retarded. However, the rigidity insures that traditional ideas will be taught, that the child will be exposed to a rather well-defined body of knowledge, and that each teacher can expect to find a certain level of preparation in each child who comes to him for the first time. Special class curricula in an effort to avoid rigidity, generally are too broadly stated to be fully assimilated by children or teachers. While broadness is intentional and makes sense in terms of the existing knowledge of retardation, it makes it difficult for teachers to plan their work systematically and handicaps communication between class levels. Most teachers think in more step-like terms because even after their special education training they tend to teach as they have been taught, and many come to the special class with previous experience in a traditional grade setting. There are few programs of special education preparation which have the time or the facilities to effect mean-

ingful changes in the present picture by helping teachers to become curriculum developers rather than curriculum consumers. Also, colleges rarely see students who have the necessary commitment to change since most trainees receive their special education background as a veneer over a solid core of other preparation.

In this situation, two types of programs usually develop:

1. Programs that depend on traditional class organizations for their curriculum base. Expectations of achievement are modified but, in general, the same material proposed for normal children of the same mental age is expected to be covered. This so-called "watered-down curriculum" has been criticized because it is felt that its goals are unrealistic and that it tends to fill the retarded child with knowledge that he may never use. This criticism implies that the knowledge which is most important to total life adjustment is known, an assumption that is difficult to defend with the research evidence presently available. A more viable argument is that the application of curriculum ideas is done outside the framework which originally made the curriculum sequential.

2. At the other extreme, a teacher may begin with a curriculum for the retarded developed in another program and attempt to apply it to his class. Such application is based on the assumption that retardation is a rather well-defined entity and that a program developed for one group of the retarded may be transferred readily to another group of the retarded. Unfortunately for the children involved, such an assumption is invalidated by the fact that the individuals grouped as a class vary so widely from class to class, local conditions make specific learnings difficult to transfer, and the unwritten aspects of the curriculum can fluctuate so grossly because teachers of the retarded usually have only a minimally transferrable core of philosophy or training.

Between these two extremes lie curricula that have been developed in response to local needs, that consider the necessity for including both traditional and practical learnings, and that are sequential. These curricula foster the concept of the educational-vocational continuum by defining successful adult adjustment as their goal and stressing the need for focus on ways to achieve this adjustment all through the school years.

Teacher Competencies

The educational-vocational continuum asks that a careful study be made of the child's self-concept development, demands a commitment on grouping, and requires a re-structuring of the curriculum. It also places particular stress on the uniqueness of the teacher for it

is the teacher who studies the child, evaluates the grouping and develops and implements the curriculum. Program quality is a direct reflection of teacher quality. There are many elements to this quality and the complete teacher probably does not exist.

A competent special class teacher is committed to education without labels. He is concerned with the child's attitude and performance and not whether he is classified officially as trainable, educable, or in other terms, all of which are much more indefinite than their persistent use would indicate. He considers the child in relation to what the special class can offer him, for while it may not be the best choice for a particular child, the special class may be the only educational opportunity left to him.

The competent teacher knows what curriculum development means. He is aware of the various sources of curriculum direction. He has a ready knowledge of curriculum materials and resources. He has evolved a personal philosophy of curriculum development based on a careful study of the society in which his students will live. He recognizes the importance of continuity, sequence, and the other elements essential to an effective overall curriculum design.

The successful teacher is an educational diagnostician. He has command of formal and informal testing techniques which permit him to determine at what educational level a child functions and allows him to identify the specific learning difficulties the child experiences in various areas of the curriculum. He is familiar with the diagnostic procedures used by the physician and the psychologist and is able to translate the findings gleaned from these procedures into specific educational plans for the child.

The competent teacher knows many educational techniques from the available store of developmental and remedial methodologies. He is able to match his techniques to each child's needs and has the competence to determine when to continue or to change teaching procedures. He accepts teaching techniques in terms of their tested worth rather than on the basis of their newness, glamour, or fashionability. He is aware of the instructional developments in general education and is able to assess their value for the retarded.

The successful teacher can differentiate between short-range and long-range instructional goals and knows how to maintain consistency while working with both. He realizes that the daily fragments of teaching add up eventually to the whole picture of the child's life development. He evaluates his immediate purpose in terms of the total objective and rejects activities that are not consistent. He looks back as well as forward to determine the child's readiness for planned activities and is willing to provide for gaps in the child's preparation.

The competent teacher recognizes that the community is his classroom. He knows what resources are available outside of his immediate

classroom setting and is able to mobilize them. He has a realistic picture of how his program fits into the organization of his school and how his retarded students are viewed by the school and the community. He plans his contacts with the community so as to develop understanding and rejects appeals to sympathy and dependence.

The competent teacher has defined clearly his teaching responsibilities. He is willing to assume non-teaching duties if they will advance his program but knows when and how to discard these temporary roles. He can wear many hats but is always ready to doff them when other services are made available through his efforts at developing them.

The competent teacher is aware of research findings which may be helpful to him in his instructional role. He approaches his classroom duties in a manner which reflects his interest in the testing and evaluation of his every procedure. He can read research reports and come to some conclusions concerning the applicability of their results to his program. He is able to suggest possible areas for investigation on the basis of his study of what occurs in his classroom. Furthermore, the teacher develops these attributes as quickly as he can because they will allow him to be recognized as an outstanding teacher.

Summary

The educational-vocational continuum is an overall concept of school organization for the mentally retarded. It attempts to overcome the restructuring of the school program that is caused by the school's perception of the retarded child as being different. The continuum has as its basic concerns the child's self-concept, the school's grouping procedures, the curriculum design, and teacher competencies. A study of these concerns reveals certain needs which must be met if the concept of the educational-vocational continuum is to be implemented. These are:

1. The need for continuity of programming
2. The need for a balanced program
3. The need for careful curriculum construction
4. The need for fostering self-concept development
5. The need for providing a program to meet characteristics that are always quite varied and often very ill-defined

It is proposed that these needs be met through the educational-vocational continuum by the application of the following concepts:

1. The program must be designed for the retarded from the time of identification until placement in adult life.
2. The program must make whole the elements that are commonly considered to comprise separate worlds of special education and vocational rehabilitation.

3. The program must stress sequence through the use of long-range and short-range goals that are compatible.
4. The program must insist on excellence at all levels and provide for constant communication between levels.
5. The teaching elements of the program considered appropriate at one level should not be left at that level if it makes sense to move them forward.
6. The program must provide an eventual outcome that can be seen clearly by child, parent, and teacher.

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ORGANIZATIONAL GUIDELINES

WILLIAM J. YOUNIE

The preceding chapter attended to some of the essentials of an overall approach to the education of the retarded, the educational-vocational continuum. The last school-related phase of this continuum is the school-work study program.

As noted earlier, work holds a very important place to the major part of society. The emphasis on work may begin when the child is first asked to do the dishes and often is prematurely terminated by mandatory retirement laws. So strong is the will to work that one of the more promising experimental geriatric programs is based on the establishment of paid work tasks in homes for the aged.

Perhaps the only other aspect of life that approaches work in importance is education. When education in its classical sense does not seem to be effective, work is generally offered as a substitute: witness the Civilian Conservation Corps, the Job Corps, and the continuing dialogue between the academic high schools and the vocational high schools.

Recognizing the strong societal emphasis on work and being aware of its philosophical implications, it is quite logical that the school program emphasis for the retarded, whose educational potential is considered as somewhat minimal, should be placed on a school-work study program during the terminal school period. The blending of school and vocational training makes it possible to provide the transition between two life phases, a transition which is difficult even for the child of normal or superior intelligence.

Terminology—General

A number of terms are used in general education to describe the work-study program. The most commonly used terms are:

Cooperative education
Occupational experience
Diversified occupations
School work
Work-study
Work-education
Job experience
Work experience
Job study.

Three of these terms; cooperative education, diversified occupations, and work experience have taken on somewhat specific meanings. It is important to clarify these terms as used in general education since special education has, at times, adopted their wording but not their meaning.

The term, *cooperative education,* is usually employed to describe a program which emphasizes preparation for specific occupations primarily through the use of school facilities and staff. The work phase of this program generally follows a period of intensive training in specific job skills.

Diversified occupation is a term used to describe a program which is designed primarily for schools without vocational education facilities. The program goal is training and experience in a specific occupation. This training and experience is given primarily by the employer. The school provides related technical study and the required courses for graduation.

Work experience is the term designating a program whose goal is the development of general work skills through exposure to, and participation in, a normal situation in business or industry in the community at large. The emphasis is not necessarily on preparation for a particular skilled or semi-skilled job. The program is considered to be part of the total school experience and time spent in the work phase is usually credited toward graduation requirements.

Terminology—Mental Retardation

The terminology used in terminal programs for the mentally retarded appears to have been borrowed from general education. Because of the relative newness of special education programs, no standard terms have been developed although the following terms, listed alphabetically, are frequently used:

Occupational education
Pre-vocational training
School-work experience
School-work study
Work experience
Work training.

Some schools prefer to use the same term for the special education program that is used by the general education programs. The rationale for this policy is that similar designation will avoid having a stigma attached to the special education program and its graduates. This use of terms implies considerable acceptance of the retarded by the school involved. There is an opposite sentiment which is expressed through the insistence that the work program for the retarded be

called by a term which will eliminate its confusion with the work programs conducted elsewhere in the high school. Whatever term is used, it should be clearly defined to all who are concerned with its use, and it should be honest in its description of the program it identifies.

The Transitional Process

Although it is the terminal program, work study must be thought of as being a bridge rather than a terminus. It allows the young adult to participate in the world of work while still receiving the guidance of the school. The full import of this role must be transmitted to the program so that it does foster independence and does not make the student dependent in a different way. Accordingly, the program should be planned so as to help the child accept and profit from the services of post-school professionals. The student knows the teacher's role and usually is quite comfortable with it as the teacher has been the focus of his experiences outside the home. In addition to the other adjustments it demands, work asks the student to give up his relationship with the school and the teacher. He may find it difficult to meet this demand, particularly if the teacher is insensitive to his fears. There is need for in-school activities which will prepare the student for separation from a life he has known for twelve or so years. These experiences should not foster the image that the child is being rejected. Extreme care is necessary to avoid conveying the idea that the student is going to work as a punishment or because he has done poorly in school. This caution is especially pertinent in families where college expectation is high and in schools where only the retarded or slow learners participate in work experience programs. Independence may be fostered by helping the student to make vocational and/or rehabilitation contacts instead of making all of them for him. The transitional process, although most complex and little explored, is a vital consideration to include in any work experience program planning.

Need for Continuity

Since the school-work study program is part of a continuous process, it can only be effective if programs at a lower level are effective. The goals of the school-work study program and a general idea of its structure and function should be known by all teachers at all levels of the continuum. Staff sessions should be planned where primary age children are given hypothetical consideration as participants in the school-work study program. Such exercises in projection should help teachers of younger children to realize that all elements of their program are vital to the future success of the child. They

will also dramatize problem recognition at a very early age. The junior high school program should fit very carefully into school-work study plans. It may be very useful to have the teachers of junior and senior high school programs meet frequently to make joint plans.

Program Screening

The school-work study program is dependent for its effectiveness upon the assumption that the retarded pupil is ready for its content and procedures. This readiness will consider educational, social, and emotional factors. Vocational interests should also be noted. The type of pupil considered for the work experience program will depend on:

1. The school in which the class is located
2. The vocational choices available to the program's trainees
3. The amount of time the teacher is scheduled to be with the class

Theoretically, work experience can be useful to any retarded pupil, including the trainable. Practically, the program must be geared to those students who will "fit into" the school, will be placed at the completion of the program, and will allow the teacher to function to capacity.

The concern for practicality should not be allowed to influence the program to the point that class membership is restricted to only the most promising students but it should be used as a guide for setting standards which will allow the program to reach its stated objectives. Establishment of the school-work study program should also be accompanied by the establishment of other programs that will satisfactorily meet the needs of pupils who cannot meet school-work study standards.

Screening procedures will vary with the goals of the program and the established custom of local districts. In general, screening should insure that:

1. Any physical or emotional problems that might affect work capacity are identified.
2. The child is mature enough to benefit from the program. Age is not always the best guide. His performance in the junior high school program is most important and can be used as a screening device.
3. The areas for continued academic work are identified.
4. The degree of parent support is known.
5. The child's social competence level is identified.
6. The level of the child's work interests is known.

The screening procedure should involve the junior and senior high school teachers and should result in a tentative educational and vocational plan for each child.

Program Steps

Because the work-experience program is a bridge between school and work, it must introduce the pupil to the rather definite cut-off points of the work world through a series of systematic steps. The pupil will thus be able to work toward definite but limited goals which he sees as important in themselves. Success will be measured by the goals reached rather than by the somewhat intangible method of marks and grades usually employed in the child's previous school experience. The system will vary with the organization of the program but will generally include the steps of:

1. In-class work
2. In-school work
3. Out-of-school work
4. Full-time job.

These steps can be further divided into helper role and production roles and unpaid and paid work. Whatever system exists, the procedures for reaching various steps must be clear and related to the job world. As the steps come closer to the world of work, their orientation should be more work-like.

Teacher Responsibilities

The usual description of the school-work study program conjures up the image that the teacher must be a "Jack of All Trades." This image, though admittedly unrealistic, is allowed to persist because the teacher's role has been determined by expediency rather than design. The teacher's primary responsibility is to plan instructional materials and procedures which will allow the child to make a successful transition from school to work.

The teacher is interested in placement because the placement secured will orient him to the job areas and specific jobs to include in his instructional program. The teacher, however, is not a placement counselor and should not function as such. If he makes field visits, they should be to gain information to improve instruction, not to make "on-the-job" counseling decisions. If the teacher is the only person presently available to do vocational counseling, he must secure proper preparation before such counseling is attempted as a regular function.

The teacher is interested in the family because it is central to the child's acceptance of instruction. He works with the family so that his school efforts are not dissipated at home. He is not a social worker and should not become involved in family problems. He is not a family adjustment counselor and should not spend his time mending marriages. He may help families seek advice but must remember his primary role as instructor.

The teacher is interested in meeting with community groups because he wants to obtain information and placements for his program. He is not a salesman for the entire field of retardation and should not function as such. He has an instructional focus and should emphasize that focus wherever possible.

In every school and community there are some resources which can be mobilized behind the work-study program. It is the job of the *supervisor* and the teacher to mobilize their resources and not play substitute for them. The reason many supporting professional do not assume their responsibility is that teachers are too ready to assume them. There are some strong arguments for having the teacher involved in placement, counseling, and public relations. These arguments are sound and, in general, can be agreed with. The key word is involvement. The teacher must be involved but not over-involved. If the teacher must become more involved than appears reasonable, this involvement must be planned as being temporary, must be accompanied by pressure to obtain proper services, and must not be undertaken at all unless the teacher has basic competency in the areas in which he is to become involved. The most involved teacher is not necessarily the most effective teacher.

School Responsibilities

The school, as an institution, also has well-delineated responsibilities for the school-work study program. Much of the patch-work seen in programs today is due to the school's unwillingness to consider the school-work study program as worthy of extra effort. The school-work study teacher has a function which is educationally unique, a function that demands special scheduling. The school should make such scheduling possible and not insist that the teacher and class follow the usual routine as this routine may be inconsistent with their goals. The school-work study pupils need the support of the entire school. The program's specialization must not result in its isolation. The program must be realistic even though this realism may conflict with the school's usual philosophy.

The school has limitations which require that it cooperate with or purchase services from other community agencies rather than insisting that the work-study teacher assume responsibility for these services. If the school asks vocational rehabilitation and other agencies to work with the retarded, it must be certain that it has first used its own psychological, guidance, educational and other resources to their fullest extent.

Training Goals

A frequent question asked by those persons responsible for estab-

lishing school-work study programs is, "Do we train for general skills or specific jobs?" The present labor market indicates that general skill training is most appropriate with specific job training available through the vocational rehabilitation agency.

Whatever jobs are included in the program should be realistic in terms of:

1. Local availability
2. Union or other restrictions
3. Their status as entry occupations
4. Permanence
5. Lack of exploitation

Parent Involvement

Present information indicates that the retarded who are most successful on the job have parents who are interested in and supportive of their occupational goals. One of the primary reasons for job failure is an unrealistic parental attitude toward the child's job choice. Parents have a general interest in their child's vocational future rather early in life. This interest may be recognized by the primary teacher who can reinforce it by giving suggestions concerning the training of habits and attitudes essential to eventual vocational success. As the child develops, his teachers should continue giving their attention to the parents' interest in the vocational area. Only if the parent is continually aware of the child's vocational development will he have time to develop attitudes which will allow him to assist his child in making the transition from school to work. The teacher cannot expect to have any meaningful effect on the development or change of the parent's vocational attitudes if the subject of vocations is reserved for discussion until the child is ready to enter the work-study program.

Program Limitations

Thus far, the school-work study program has been discussed in isolation. It is, of course, not the final and only answer to programming for the educable mentally retarded. Among other problems, it may be expected that some children will never be ready to enter existing programs; some will drop out because they do not see the program's value and some will not be immediately placeable. In order to meet these and similar problems, there is a need for well-structured junior high school pre-vocational programs, more sheltered workshops, and strong counseling services available early in the child's school experience.

Pre-Work Placement Evaluation

It would be most helpful if a standardized instrument existed that could be used in the school-work study program to determine when an individual student is ready for placement or to pinpoint the skills that he still needs to acquire. This is one of the foremost goals sought by almost everyone who becomes involved in a work-study program.

Three commonly used approaches to work evaluation are:

1. The work sample
2. The sheltered workshop
3. Psychological testing

1. *The work sample*

   This method is based on the vocational activity from which the sample is drawn.

   There are three types of samples:

   a. Actual skill sample–the retarded who successfully completes the sample can be expected to perform the actual task.
   b. Representative skill sample–several simple tasks are used so that complex behavior may be predicted.
   c. Combined approach–this has the advantage of giving both views of the pupil's performance. *Advantages:* The work sample is favored because it is relatively simple, fairly quick, and gives the counselor an opportunity to observe the person doing actual tasks. *Disadvantages:* Limited skills are tapped, the setting is somewhat artificial and the social elements of the job are lacking.

2. *The Sheltered Workshop*

   This method answers two questions:

   a. Is the individual ready to enter the work world?
   b. What is his place there?

   The workshop permits a controlled observation over a fairly long period of time by several professionals who use actual job sample tasks and subjective observations in their evaluations.

   Advantages: A rather complete coverage of job skills is possible.

   Disadvantages: The technique is expensive. Workshops are not always available. Observation techniques are not well standardized and the job samples used may have no relation to the jobs available.

3. *Psychological Testing:*

This method is relatively simple and can be standardized readily.

Advantages:

1. Testing provides for objective evaluation of retarded with his peers.
2. Testing gives indications of the evaluation program to be stressed or eliminated.
3. Testing allows for the assessment of the growing capacity of the client in the event of retraining.
4. Testing suggests that beginning or continuing training is unfeasible.

Disadvantages:

1. There is difficulty in eliciting valid responses with the retarded because of the way in which some tests are standardized.
2. Specific tests or batteries are unable to predict job success or failure although they can give information for subjective analysis.
3. Motor skills tests cannot predict the child's response to vocational training.
4. Tests are not able to isolate specialized abilities with reliability.

At present each of the methods of evaluation described here must be used with considerable care and should be used so that their results can be studied. There is no research to give strong support to one technique over another. Each technique may have particular value at different phases of the work-study program and should be experimented with to determine where it fits best.

Program Follow-Up

The school-work study program does not end when the child leaves the school. Through its own resources or through referral, the program must develop efficient follow-up procedures of its own and learn to use follow-up information gained from other programs. Follow-up has two aspects for the school-work study program:

1. Group follow-up for curriculum planning
    a. Research studies
    b. Local school system studies

2. Individual follow-up
    a. For personal adjustment
    b. For program feed-back

Available follow-up studies of the retarded are difficult for the special class teacher to use because of the varied ways in which information has been gathered and interpreted. Some general ideas can be gleaned from these studies, however, and may be useful in curriculum planning.

1. The social adjustment of the retarded worker is generally found to be inferior to that of the majority of other adults in the community.
2. The retarded do not tend to change jobs in more significant numbers than in the general population. Their initial adjustment to work is more difficult and they are among the first to be released in a labor cutback.
3. Jobs held by the retarded are in the unskilled and service categories.
4. The occupations held by the retarded are usually unrelated to their intelligence levels or type of training received.

The teacher who is interested in planning a follow-up study of his program will find the study more useful if he uses the following guides:

1. Define the purposes of the study
2. Define the group carefully
3. Study the existing follow-up literature carefully
4. Study as many cases as feasible
5. Be certain of the diagnosis of those students being followed
6. Use definite criteria

    What is job success?
    What was the curriculum?
    Is the teacher of the subjects available?

7. Be sure to consider all variables
8. Use proper statistical techniques
9. Consider the results in terms of the conditions at the time the children attended school and at the time the follow-up was made
10. Do not generalize except for the population studied and the school system and then only if all variables are constant.

Program Structure

The school-work study program may be structured by:

1. School and other agency organizations

2. Program Steps
3. Remunerative features

The school-work study program may be organized by:

1. The school alone
2. The school alone–vocational rehabiliation involved on graduation
3. The school and vocational rehabilitation
4. The school, vocational rehabiliation and community groups

The types of school-work study programs structured by program steps are:

1. General high school program–after school work
2. General high school program–work experience regular program
3. Special program in vocational high school
4. Special program–work experience
5. Special program–school work–work experience (subsidy)
6. Special program–room work–school work (paid) work experience (paid)
7. Special program–room work–school work (paid) work experience (paid) sheltered work (paid)
8. Special program–above, plus pre-vocational center.

School-work study programs may be structured to include the following types of remuneration:

1. In-school non-remuneration
   Messengers, library assistants
2. Out-of-school non-remuneration
   a. Community service
   b. Student learners –may lead to remuneration
3. Remunerative-junior high
   Primarily for potential drop outs
   Usually one-half school, one-half work
4. Remunerative–senior high
   Work usually coordinated with school studies
   Work used as motivation to stay in school

Summary

To summarize the organizational guidelines for the school-work study program, it may be said that the program:

1. Is a bridge between school and work
2. Must be preceded by good preparatory programs
3. Must include careful screening techniques
4. Must be step-by-step
5. Must set and limit the teacher's role
6. Cannot exist in isolation
7. Depends on the community for support
8. Includes training in general vocational tasks
9. Considers the parents to be vital
10. Is not the sole answer to the problems of vocational rehabilitation
11. Includes a systematic transfer program with the Department of Vocational Rehabilitation
12. Includes vocational evaluation
13. Considers follow-up to be essential.

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CURRICULUM GUIDELINES

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Senior high school-work study programs must provide the action settings for problem-solving activities with direct relevance to the adult lives of the handicapped children they serve. Too often the curriculum practices reflect confusion between the short-term and long-term goals and between the theoretical and the practical. Traditionally, teachers and other school personnel writing about curriculum emphasize short-term goals. Curriculum guides suggest many ways of presenting information in discrete areas such as English, social studies, home economics or other subject areas. The purpose, obviously, is to solve the immediate problems of the retarded child. At the other extreme is the preoccupation with very generally defined life needs with curriculum specialists often resorting to the four purposes of education as stated by the Educational Policies Commission.[1]

Neither of the approaches is effective when used independently of other considerations. For maximum efficiency and profit to the children in special classes for the educable mentally retarded, there should be an approach drawing from both extremes. Specifically, the curriculum would be a balanced one with a realistic and shifting apportionment of time devoted to the acquisition of academic skills, social skills and occupational skills. It would be designed to:

... develop the pupils' mental capacities
... strengthen the pupils' emotional stability
... fulfill the pupils' health and social needs
... develop the pupils' occupational readiness through planned programs of occupational information and work experiences.

Differing communities should develop programs for their senior high school age retardates which are in keeping with the unique character and resources of that community. No single formula for adequate programs can be presented here or elsewhere and this point is illustrated in the Virginia Department of Education's *Patterns for Curriculum Development for Educable Mentally Retarded Children.* However, planning and programming must be based on sound goals even though they may not be implemented immediately. The goals

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[1]Educational Policies Commission, *Policies for Education in American Democracy*, Washington National Education Association, 1946.

should allow for the exercise of creative judgment and should be flexible enough to rise above, rather than revise, present practices. Working toward change, however, does not preclude the necessity of meeting day to day problems with whatever resources are available.

Whether the curriculum employed reflects meeting current needs with limited resources or is an attempted improvement of a strong on-going program, the following elements should be identifiable if it is to be effective:

Admission Standards
Clear life goals
Remediation
Provision for change
Community Involvement
Evaluation

1. *Admission Standards.* While this is not a part of the curriculum, it is so inextricably related that consideration must be given to the population to be served. Programs of special education for the educable mentally retarded are based upon the assumption that the population is somewhat predictable and somewhat homogenious. To assure this degree of homogeneity, the eligibility for inclusion in a school-work study program would hinge upon the student having progressed through a sequential program of appropriate instruction on the primary, intermediate, and junior high levels. Thus, the school-work study program would be the terminus of the educational experience and its success would in large measure be contingent upon the acquisition of skills at the three lower levels. Selection criteria used for initial and continuing class placement would consist of:

a. An individual psychological evaluation by a competent examiner, including both verbal and nonverbal tests.
b. A battery of achievement tests in basic fundamental skills. These tests should be given at sufficiently frequent intervals that increments of growth, deficit areas requiring concentration, and direction for instruction could be determined.
c. A general medical examination to determine visual and hearing acuity and the general state of physical health.
d. A social casework study which includes information relative to the intactness of the home, the social and economic status of the family, the developmental history of the child, and other information valuable in providing appropriate occupational training programs.
e. School records and teachers' observations adequately maintained and sufficiently objective to assist in evaluating a child at a given time.

The chronological age-range of senior high school educable mentally retarded youth should be between sixteen and twenty-one, or over, with the students being retained until they are employable, eligible for specific vocational training, or the reasons for earlier termination clearly demonstrable. There should be provisions for re-evaluation of the whole individual at specified intervals and at other times considered appropriate to assure proper placement. Maximum class enrollment should not exceed sixteen.

2. *Clear Life Goals* Somewhat intangible, but extremely important, is the concept that curriculum should be oriented to clearly defined life goals. It is important to know what choices educable retardates are being prepared to make: semi-independence, perhaps with employment in a sheltered workshop; or total independence with integration into community living consisting of full-time gainful employment in private industry. Since we cannot reliably predict what the student will do, curriculum should not be so narrow as to limit his choices of life chances. Conversely, teachers must be aware that because of the nature of the students, the curriculum design should foster certain skills and abilities specifically developed to bring the individual to his maximum level of efficiency in all areas.

3. *Remediation* Curricula tend to be developmental and this is especially true for the mentally retarded. However, in addition to making provisions for providing knowledge in a cumulative fashion, there should be provisions for remedial work. This is not to say that the program should perpetuate the idea that the students will "catch-up" and therefore keep him working on materials at lower levels. There are frequent instances, though, of under-achieving retardates. With a program of constant reassessment, growth and interest can be determined and special help given as dictated by the assessment results. If the teacher is equipped, she may provide the remedial instruction; it could also be given to retardates by remedial specialists. The need for remediation often arises when students learn that there is a compelling reason for reading or writing and these student insights often stem from school-work study programs where the relationship between basic skill acquisition and employability becomes apparent.

4. *Provision for Change* The curriculum for educable mentally retarded students should be more experiment than document. It should be designed to allow extensive testing of all its parts. The mechanical organization should be such that it is easily deleted or augmented. The design should have a built-in flexibility which will provide for ready re-organization or expansion of appropriate, consistently developed, self-contained units.

5. *Community Involvement* Although overworked, the term community involvement has direct application in the provision of school-work study programs for educable mentally retarded students.

Much of what is accomplished in the classroom is drawn from the community and the effectiveness of the work phase of the program is directly related to the degree of community commitment. Suggestions for the exploration of the community resources and guides for the selection and involvement of community leaders and agencies should be an integral part of the curriculum.

6. *Evaluation* As indicated earlier, curriculum for educable mentally retarded children is still in an experimental and developmental state. To add to the complexity, the world of work is changing rapidly and what is viewed as a potentially powerful area for job training today may be on its way to obsolescence tomorrow. For these reasons, it is important that provisions for evaluation, both in terms of outcomes and appropriateness, be built into the curriculum design. Only by constant evaluation and re-evaluation can the curriculum be keyed to the clear life needs of the population they serve. This concept is involved in the checklist[1] which follows.

The checklist was designed by the Special Education Service of the Virginia Department of Education for external evaluation of programs and for the divisions' use in developing or strengthening programs. It contains specific statements relative to the organization, curriculum, physical facilities, direction of learning, instructional activities and materials, and methods of evaluating the effectiveness of high school special class programs. Each statement in the checklist represents an integral part of a successful program.

I. ORGANIZATION

CHECKLIST

( ) 1. The special education program is available to educable mentally retarded children with an IQ range of approximately 50 to 75.

( ) 2. A philosophy of acceptance of the children and recognition of the validity of special provisions for mentally retarded children prevails throughout the school.

( ) 3. The special class is accepted by the student body as an integral part of the total high school program.

( ) 4. A member of the staff of the central office supervises and coordinates the special education program.

( ) 5. The coordinator has the active support of the administrative, supervisory, and teaching staffs.

( ) 6. The coordinator has the authority to implement the policies and procedures for a continuing and sequential program in high school.

( ) 7. The children are placed in the special class by an admissions or placement committee.

( ) 8. The coordinator of special education acts as chairman of the placement committee.

( ) 9. The eligibility of the children

[1]This checklist is patterned after the Evaluative Criteria–1960 Edition by the National Study of Secondary School Evaluations, Washington, D. C. 20036.

for special class placement is based on the following:

a. An individual intelligence evaluation by a competent examiner, including both verbal and non-verbal tests.
b. Battery of achievement tests and basic fundamental skills.
c. A general medical examination to determine both visual and hearing acuity and in addition an assessment of the effects of childhood diseases and illnesses.
d. A social casework study to include information from parents relative to the developmental history of the child and the nature of his social environment.
e. School records and teachers' observations.

( ) 10. The chronological age range of the senior high school students is 16 to 18 or over.
( ) 11. The children in the special classes are re-evaluated at definite intervals and at other times when considered necessary to assure appropriate placement.
( ) 12. The maximum enrollment does not exceed 16 children.
( ) 13. Any children erroneously placed in special education classes are returned to the regular classroom.
( ) 14. The children in special classes for educable mentally retarded proceed through a sequential program until graduation.
( ) 15. The school day for special education children approximates the regular school day.
( ) 16. The special class teacher works with other faculty members in enrolling those special education children with abilities and aptitudes in the regular classes in home economics, industrial arts, physical education and driver training.
( ) 17. The special class students are enrolled in regular homerooms, rather than reporting directly to the special class.
( ) 18. Some children remain in the high schol special class additional years in order to complete the prescribed special education program.
( ) 19. During the final year, special education children who need further job training for employment are referred to the local vocational rehabilitation office.
( ) 20. When high school age youth satisfy the requirements of a prescribed special education program, they receive a diploma.
( ) 21. The special class high school graduates participate in the school's graduating exercises.

EVALUATIONS

( ) a. To what extent does the high school special education program provide for all educable mentally retarded youth in the IQ range of 50 to 75?
( ) b. Is there school-wide recognition of the validity of the special class program, goals and objectives?
( ) c. Is there adequate administrative and supervisory direction and control of the special classes?
( ) d. How adequate is financial support for special education?
( ) e. Is there adequate evaluative criteria on file to support each child's placement in the special class?
( ) f. Is the high school program a continuation of a sequential and developmental program from primary to senior high?

II. NATURE OF THE CURRICULUM

CHECKLIST

( ) 1. Commensurate with the intellectual abilities of these children, there is ample provision for instruction in content areas. These include English, social studies, health and physical education, arithmetic and general science.
( ) 2. Work experience is the core of the instructional program in the final year in special education and the academic subjects complement and support the work experiences.
( ) 3. Depending upon individual needs and aptitudes, special students are given the opportunity to take electives in the regular class offerings. These include shop, homemaking, music and art.
( ) 4. The curriculum emphasizes healthful living (physical and mental health), experiences in living together, and the fine arts.
( ) 5. Learning experiences emphasize good work habits and the satisfactions found in good workmanship.
( ) 6. Occupational training is geared to provide a base for vocational training after graduation.
( ) 7. As each child approaches the age of leaving school, school-work experiences are provided to prepare him for adult living.
( ) 7. The occupational training provided consists of experiences in locating, applying for, and being interviewed for jobs.
( ) 9. The school-work experience is an integral part of the curriculum and consists of a progression of work experiences and correlated instruction.

EVALUATIONS

( ) a. To what extent is there a balanced program of academic instruction and occupational training?
( ) b. To what extent is the total program geared to solving everyday problems of living which the retardates will encounter?
( ) c. Are adequate work-school experiences provided?

III. PHYSICAL FACILITIES

CHECKLIST

( ) 1. The special classrooms meet regular classroom standards.
( ) 2. The special class is housed in the main school plant.
( ) 3. The classroom facilities are organized to provide for a variety of activities.
( ) 4. There are sufficient movable desks and tables; audiovisual, homemaking and manual equipment.
( ) 5. There is adequate bulletin and chalkboard space.
( ) 6. There are bins, small cabinets, and book shelves for storage.

EVALUATIONS

( ) a. How adequate is the space for a variety of instructional activities?
( ) b. How adequate is the provision for storage?

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

CHECKLIST

( ) 1. A well-defined philosophy of education is held by the special education teachers.
( ) 2. Special class teachers are properly qualified and certified.
( ) 3. Teachers who are not endorsed in special education have demonstrated potential competencies and are working toward certification.
( ) 4. Special class teachers work cooperatively with the principal, the regular classroom teachers, the psychologist, visiting teacher, counselor, members of the school health service and all other resources of the school.
( ) 5. Special class teachers are an integral part of the total school facility and participate in school-wide conferences, etc.
( ) 6. Special class teachers maintain active participation in in-service education through formal study and other professional activity.
( ) 7. Special class teachers strive to keep abreast of professional literature and research in the field of special education.
( ) 8. Special class teachers and parents have developed a cooperative and mutually helpful relationship.
( ) 9. Special class teachers work effectively with community agencies.

EVALUATIONS

( ) a. To what extent do the teachers possess satisfactory qualifications?
( ) b. To what extent do the teachers give evidence of keeping abreast of current educational practices?
( ) c. How satisfactory are relationships among the special class teachers, other school personnel, community agencies and parents?

B. INSTRUCTIONAL ACTIVITIES

CHECKLIST

( ) 1. There are short-range and long-range objectives for each child as well as the entire class.
( ) 2. Sub-grouping is employed in the instructional areas.
( ) 3. Unit activities are developed with consideration for the interests, abilities, and maturity of the individual students.
( ) 4. There is a continuation of academic instruction in the content areas and in the tool subjects.
( ) 5. The instruction provides general information, the development of skills needed in broad occupational areas, and familiarizes the pupils with vocational possibilities.
( ) 6. The instructional program provides for the development of a child's awareness of and his aptitude for dealing with his problems of everyday living in health, safety, communication, money management and citizenship responsibility.
( ) 7. The homemaking skills of budgeting, home management, insurance and hospitalization, child care and other functions related to parenthood and family living are stressed for all students.
( ) 8. There is progressively more emphasis on homemaking skills and occupational education as the children move forward in the program.

( ) 9. The occupational education emphasis includes learning how to apply for a job, how to fill out an application blank, getting along with fellow workers and persons in authority, traveling in the city, acquiring vocational information, and following instructions.

EVALUATIONS

( ) a. How adequately do the teachers plan instructional activities?
( ) b. How adequate is the balance between academic instruction and occupational instruction?
( ) c. How effectively do instructional activities relate to student needs and program goals?
( ) d. How effective is the teaching?

C. INSTRUCTIONAL MATERIALS

CHECKLIST

( ) 1. The reading materials are specifically designed for use with the mentally retarded.
( ) 2. Educational games are used for teaching and learning as well as recreation.
( ) 3. There is a variety of audio-visual materials and films which have been selected and previewed by the teachers and used specifically for teaching purposes.
( ) 4. There are ample materials for facilitating learning through manual and concrete experiences.
( ) 5. The school furnishes an adequate variety of appropriate art and craft materials.
( ) 6. The school provides basic music equipment and materials such as a record player, carefully selected records designed to provide good listening experiences for children, song books, and simple musical instruments.
( ) 7. There is adequate shop and homemaking equipment to carry out the occupational training program.

EVALUATIONS

( ) a. How adequate is the variety of materials?
( ) b. How adequate is the quality of materials?

V. METHODS OF EVALUATION

CHECKLIST

( ) 1. Evaluation activities are considered an integral part of the teaching-learning process.
( ) 2. The evaluative tasks and techniques are appropriate to the objectives to be measured.
( ) 3. Evaluation results are used to plan learning activities.
( ) 4. Systematic records of the results of evaluations are kept.
( ) 5. Students participate in the evaluation of their own progress.
( ) 6. Parents are apprised of the evaluation of their children through parent-teacher conferences in addition to written reports.

EVALUATIONS

( ) a. How comprehensive is the evaluation procedure?
( ) b. Are the evaluations being conducted at appropriate intervals?
( ) c. How well are the results used to improve and direct instruction?

VI. OUTCOME

EVALUATIONS

( ) a. Are there evidences of determining the post-school adjustment of mentally retarded graduates and application of the findings to school programs and practices?
( ) b. Is there a demonstrated community acceptance and understanding of retardates which has resulted from the educational program provided by the schools?
( ) c. Are special class referrals usually accepted by Vocational Rehabilitation and trained satisfactorily by them for specific vocations?
( ) d. Do prospective employers ever contact the schools for participants in work-study programs or on-the-job training?

VII. GENERAL STATEMENTS ON THE SPECIAL CLASSES

( ) 1. In what ways are the special classes most satisfactory and most commendable?
( ) 2. What are some of the greatest needs of the special class program?

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ADMINISTRATIVE DIRECTIONS

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A consideration of administrative guidelines for the school-work study program is vital to its success. It would appear that this consideration should be addressed to the following questions:

1. Where does the responsible administrator obtain his direction?
2. What curriculum areas must be considered by the administrator or supervisor responsible for the program?
3. What program details must receive consideration?
4. What personal problems must be considered?
5. How does the person responsible work with other agencies?

Direction

The professional person responsible for the school-work study program obtains his direction from the superintendent of schools who is ultimately responsible for all children in the school program, including those who require modification in learning opportunities. In effect, the local supervisor or director of work-study programs in an extension of his superintendent and committed to the concept that his responsibility does not begin and end with the provision of appropriate programs for the educable mentally retarded child during the elementary school years. As the retarded child grows, there is an increase in his responsibilities to himself, to his home, and to his community. As responsibilities increase, learnings must increase. The logical extension of this concept is the establishment of secondary school programs for the retarded that are designed to fully and effectively develop the child's capacities for community adjustment and service. Presently, the supervision of school-work study programs is carried on in various ways according to the needs and resources of the local community. Looking toward the future, there will be an eventual need for many more individuals with full time responsibility and the required competencies for planning the learning sequences for children with special needs, including the establishment and maintenance of school-work study programs of excellence.

Curriculum

Part of the responsibility of the administrator is that of carefully assessing the current program in terms of how well it serves its pupils

so that adjustments can be made and new directions taken. All too frequently, curricula are developed and evaluated without adequate consideration of factors related to the adjustment of the individual at maturity. Curriculum assessment should relate to what the community expects of the retarded and what changes are occurring within society.

The emphasis on the administrator here should not be construed to mean that curriculum development and evaluation is solely a central office function. Curriculum suggestions and guides should evolve from those who will use the materials in the field. Curriculum development activity must be planned by and for teachers and they should be given the time and stimulation to develop curricula. Useful ideas are not usually the product of tired minds that assemble after school and at odd hours. Teachers may be released from their teaching duties to become involved in curriculum development. The few weeks after school closes and before vacation activities are fully underway may be a good time for a "paid" curriculum workshop. Special arrangements may be worked out with a local college so that a curriculum development course is given for credit. While it does not solve the time problem, the publication of curriculum ideas under the contributing teacher's name is a very effective and honest motivating technique.

All curriculum development, no matter how accomplished, should have as its goal the development of experiences and understandings which the child will need for personal, economic, and social adjustment. The balanced approach to these three areas will help insure that the secondary program will be effective. Also, curriculum concerns must not stop at the end of the in-school program but must consider the information which is received from a careful follow-up of each child. The fact that a former student is working is important. It is more important, however, to know how the young adult is using what he was taught in school, what attitudes about him are held by his employer and co-workers, and how these attitudes may affect the future employment of other retarded students.

Program Concerns

There are a number of administrative areas which have an important bearing on the success of the secondary program. It would take considerably more space than is available here to comment on all of them. Accordingly, the following important areas will be briefly covered:

1. Definition
2. Placement
3. Housing

Even though we talk about the children as retarded, there is no commonality among the youngsters whom we so classify. Perhaps

there is a need to begin thinking of the children with whom special education is concerned as those with unusual or special learning needs. This change in our concept of the retarded would result in much more flexible secondary programs where students were planned for by need rather than by label.

Placement of the child in the secondary school program should be arranged so that the individual will gain maximum support from his surroundings. When the student has indicated that he is ready to use the physical environment of the regular secondary high school, he should be so placed. If he cannot manage this environment, a comparable program should be available to him.

Too often, secondary programs for the retarded are tailored to meet the existing architectural structure rather than designed to meet the needs of the youngsters who are supposed to benefit from the program. There is a need for carefully designed units within new or remodeled buildings. These structures should provide homemaking, driver education, industrial arts, and other areas relating to the curriculum which has been developed.

The teacher is the key to how successfully the supervisor of the school-work study program will be able to discharge his responsibilities to the superintendent, implement curriculum plans, and administer the many other facets of the program. Beginning teachers must be helped to understand the goals of the program and have a basic orientation as to what they are expected to accomplish. A printed guide is most helpful. It should be supplemented by a series of meetings before school begins. These meetings, in turn, need to be followed by regularly scheduled sessions which stress informality and problem solving. All teachers need to feel that they have the time and the support necessary to the development of an effective program. The special class teacher's schedule should be approximately like that of other teachers except where special program considerations dictate otherwise. Time for planning is essential as is time for teachers to meet and communicate. Where possible, departmentalization of the special class with other special classes or with the regular classes may be an effective way to use the special talents of teachers and give them some relief from routine.

Cooperation with Outside Agencies

The agency most frequently referred to by the secondary school teacher will be the department of vocational rehabilitation. These referrals can be most effective if carried out according to a specific procedure developed by the school and the local office of the agency. The teacher may make referrals or all referrals can be handled by the supervisor. The specific arrangement will depend on local conditions.

It is extremely important to teach the student about the use of existing agencies. What are the leisure activities available to him? What are the adult education opportunities? What about community services, such as public welfare and legal aid? The students can be helped to find answers to these questions through teaching units which contain specific information on agencies, their services, their requirements, and how they can be contacted.

The administration of the program under discussion is much more complex than the briefness of this presentation indicates. It is a complexity which is learned through experience and solved through an administrative attitude which embodies study, flexibility, and a full awareness of child and teacher.

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STATE REHABILITATION SERVICES

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The philosophical attitude that "work is one of the basic needs of mankind" has been expressed several times in this publication but should not suffer from re-emphasis as it is the cornerstone of the working philosophy of vocational rehabilitation. Man must work to fill a basic need within himself and everyone in our society should have the opportunity to have a job in keeping with his abilities. Many people, through no fault of their own, do not have an opportunity to work. Persons with a physical disability or a mental impairment cannot join the work force successfully unless professional assistance is provided. A major source of this assistance is the Department of Vocational Rehabilitation and its local offices. The role of vocational rehabilitation is to help the handicapped prepare themselves for employment and to see that they are afforded the opportunity to work.

Eligibility

The handicapped person who is seeking services from the Department of Vocational Rehabilitation must be a resident of Virginia and meet the following three criteria which are used in the determination of eligibility in all offices of vocational rehabilitation throughout the United States:

1. The applicant must be at or near working age. The age of 15 is usually considered to be the minimum for providing services in Virginia.
2. The applicant must have a mental or physical impairment of such severity that it presents a substantial handicap in finding and holding employment. Mental retardation is usually considered to constitute such a handicap.
3. There is a reasonable expectation that the applicant will be employable following rehabilitation services.

In Virginia, vocational rehabilitation services are offered to mentally retarded persons who have an intelligence quotient between 45 and 80. The test results used must be based on an individual intelligence test administered by a qualified psychologist. Those persons with an intelligence quotient of 45 to 75 are generally considered for service as long as the individual is functioning at an intellectual level close to his predicted maximum and is generally well adjusted. Those persons with intelligence quotients of 75 to 80 are eligible if other

complicating factors are present which make it difficult for the individual to get and hold a job.

Feasibility

There are, of course, other factors that must be evaluated and these are covered in the cumulative term feasibility. The interest and motivation of the individual is important. Opportunities for employment must be considered. Maturity and personality, along with mental ability, must be adequate for the individual to hold a job. Therefore, the retarded individual may be eligible for the services of the agency but other conditions may not make it feasible to consider him for counseling and placement.

Vocational Rehabilitation is currently placing major emphasis on the rehabilitation of mentally retarded persons because they constitute one of the largest single disability groups, and because they were a neglected and forgotten category for so many years. Previously held attitudes which resulted in having the retarded placed in institutions, or kept "out of sight" at home, have been changed by community education programs and the knowledge that with rehabilitation services many of the mentally retarded can be made employable. Special Education classes have aided greatly in the development of attitudes, maturity, social and academic skills. The state training schools have demonstrated that the mentally retarded can develop the techniques necessary to holding a job. The associations for the mentally retarded have done outstanding work in bringing about public awareness of the problem and public acceptance of the need to do something about it. While the schools and others are helping retarded youth to develop social and academic skills and adequate self-concepts, Vocational Rehabilitation is concerned with their vocational adjustment. It is the job of the rehabilitation counselor to assist the mentally retarded person prepare himself for the right job; and, with the assistance of employment counselors, and others, to aid him in finding a job.

Available Services

Vocational rehabilitation basically is a counseling service and does not generally employ any professionals other than vocational rehabilitation counselors. Except for the Woodrow Wilson Rehabilitation Center, the Vocational Rehabilitation department does not own or operate any rehabilitation facilities. The department does frequently purchase necessary services from professionals in private practice or from other public or private agencies. It also helps to support a number of rehabilitation facilities through tuition payments and other grants for services given. The specific services available from vocational rehabilitation are:

1. Medical and psychological examinations
2. Vocational evaluation
3. Counseling and guidance to determine a suitable vocational objective
*4. Physical restoration—hospitalization, surgery, artificial appliances, occupational and physical therapy, speech therapy and surgery to remove or reduce a physical impairment.
5. Vocational and adjustment training
*6. Training and supplies
*7. Maintenance away from home for training or physical restoration
8. Assistance in finding a job and follow-up on job

Every retarded person eligible for rehabilitation receives an evaluation. Other services are provided if the individual needs them to become employable. One retarded person may need the evaluation, counseling and assistance in finding a job; on the other hand, another retarded person may need all, or any combination, of the services available. In other words, the services provided are custom-tailored to meet the needs of the individual.

Most mentally retarded persons need evaluation, counseling, job placement and extensive follow-up on the job. Many also need adjustment and vocational training. All of these services are available to them just as they are to other handicapped persons.

Source of Support

The vocational rehabilitation program is administered entirely by the state according to a plan submitted to and approved by the Federal Vocational Rehabilitation Administration. The V. R. A. is authorized by Congress to appropriate yearly a sum of money which is matched by the state under a formula spelled out in the Federal laws governing rehabilitation. In essence, vocational rehabilitation is a program that receives joint federal-state financing but is primarily state directed. The Vocational Rehabilitation Administration may conduct special research or demonstration projects in the state under their direct control. Special projects are also conducted under direct state sponsorship. Teachers often raise questions concerning special state or federal projects as the services they provide appear to be most helpful. Since these projects are designed and financed to provide for specific kinds of information, they may not be ready for state-wide application. It is hoped that these special projects that show the greatest promise will eventually be incorporated into the regular state vocational rehabilitation program.

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*These services provided only if parents or others are unable to provide them.

Referral

Technically, any person may refer a retarded child or adult to a vocational rehabilitation office. However, to insure that the referral procedure is efficient and effective, teachers are encouraged to establish a referral agreement through their director of special education, school principal, guidance counselor or whoever is responsible for such referrals. Direct contact between the teacher and the counselor is desirable and can usually be effected after formal procedures are established.

Conclusion

This brief review of vocational rehabilitation services was written as an introduction for special educators. It is hoped that they have been given some of the information they need to effectively refer the mentally retarded for vocational rehabilitation services. For further information, interested persons should contact local or regional offices responsible for counseling services to the mentally retarded. The addresses of the local offices are given below:

DIRECTORY

STATE DEPARTMENT OF VOCATIONAL REHABILITATION

STATE OFFICE–Room 314, Commonwealth Building
4615 West Broad Street
P. O. Box 11045
Richmond, Virginia 23230

ALEXANDRIA AREA OFFICE–901 N. Washington Street
Fredericksburg District Office–102 Fauquier Street
NORFOLK AREA OFFICE–820 West 21st Street
Eastern State Hospital–Drawer A., Williamsburg
Newport News District Office–99-28th Street
Norfolk District Office–820 West 21st Street
South Boston District Office–P. O. Box 176, 1639 Seymour Drive
RICHMOND AREA OFFICE–2 South Fifth Street
Central State Hospital–Box 271, Petersburg
Petersburg District Office–14-A Franklin Street
Richmond District Office, 2 South Fifth Street
ROANOKE AREA OFFICE–2524 Hanover Avenue, N. W.
Lynchburg District Office–701 Hollins Street
Marion District Office–117 North Park Street
Roanoke District Office–2524 Hanover Avenue, N. W.
St. Paul District Office–National Bank Building
WAYNESBORO AREA OFFICE–Hillcrest Bldg., 813 West Main St.
Charlottesville District Office–1932 Arlington Blvd.
Waynesboro District Office–Hillcrest Building, 813 West Main St.
Winchester District Office–Rouss Building, 117 W. Boscawen St.
Western State Hospital–Staunton

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SOME CAPSULE PROGRAMS

WILLIAM J. YOUNIE

The program summaries presented on the following pages have been prepared to illustrate the concepts discussed in previous chapters. These summaries also have been included as examples of the types of terminal school programs that have been developed to meet varying local conditions. It should be noted that all terminal programs are not school-work study classes. To provide original material for frank discussion, none of these summaries are drawn entirely from any one source. All are composites which embody salient features of two or more programs. The specific programs from which the composites were made are listed at the end of this section. Hopefully, the summaries will stimulate thinking about terminal provisions in general.

Please study each of the capsule presentations carefully. Try to evaluate each program in terms of your own philosophy of special education and vocational rehabilitation. If you can't identify with one program, perhaps you can isolate elements in a number of the programs which might be combined to develop an outline that is ideally suited for your school system. Look carefully at the various program structures to determine how consistent and cohesive they are. Note the characteristics which would determine whether or not a particular program design would be acceptable to your community. What are the strong "selling points" of each program; for the school, the pupils, the parents, the potential employers? For what situation would each program appear best suited? What are the teacher-training requirements implied by each program? How different are these implied requirements from present standards? Finally, try to think of school-work study programs in your own geographical area that have unique elements of structure or function.

SUMMARY A (TERMINAL PROGRAM)

Setting: Regular public junior high school—large city. Self-contained class. Class goes as group to music, art, assembly; small groups (2 or 3) are sent to slower sections of shop, home economics, physical education.

Admission Procedures: Age: Late 13 or early 14 to 16 or 17. I.Q. 50-75. No formal admission procedure or testing. Children admitted by supervisor or by direct action of school principal or guidance director.

Progression: Most students come from classes for 12 or 13 year-olds in same junior high. Some are entered directly from elementary special class. Some are entered directly from regular classes in junior high. Students who are more capable and who appear able to cope with academics are transferred to senior high special class which is in an academic high school. No work-experience program is available. Most students drop out at age 16.

General Description: A group, varying from 13 to 17 pupils, which follows a curriculum oriented to job preparation. All academics are practical and applied. Budget limits use of commercially prepared materials in the area of vocational preparation but the teacher prepares and duplicates his own. Great use is made of free materials, particularly in the area of grooming. Group acceptance by the school is generally good except in art and music where the class is tolerated by direction of the principal.

In-school Work Stations: Duplicating machine, furniture refinishing corner, room maintenance, filing. The work stations are located in the room except for filing which is done in the library. No pay is provided.

Work-experience Provisions: No formal provisions. Pupils are helped to find part-time jobs.

Follow-up: None

Parent Involvement: Same as for regular classes; report cards, yearly conferences, emergency conferences. Parents do accompany group on field trips.

Community Supplements: No special provisions.

Problems: What are the apparent and projected problems presented by this organizational pattern?

SUMMARY B (TERMINAL PROGRAM)

Setting: General High School–large town. Self-contained class. Class moves as group to all special subjects and activities. Program is planned so teacher can be free two afternoons a week for supervision of out-of-school jobs. Program includes art, shops, music, home economics, physical education, health, assemblies.

Admission Procedure: Age: late 14 to 20. I.Q. 50-70. Children admitted through screening procedure administered by high school special services coordinator, high school teacher, and junior high school teacher. Students must be relatively stable socially, emotionally, and be able to travel on their own. No lower limit is set on academic achievement.

Progression: All students except transfers from other systems come from junior high class. Most students have been in special programs since the intermediate level. Students who are 16 and ineligible for senior high are referred to a local sheltered workshop. Under state law on student under 20 may be excluded from a training program if his parents request placement. The program is planned as a 2- or 3-year sequence, depending on individual capacities and needs. A few students stay longer as they cannot be placed outside the program. Students must leave at the end of the school term following their twentieth birthday.

General Description: A group of 15 to 17 pupils who follow a program of general vocational preparation in the setting of a large general high school. Scheduling problems make special subject assignments somewhat inappropriate, causing special area teachers to think of the group as difficult to manage. The room is very large, has a sink, but no special shop or homemaking equipment.

In-school Work Stations: Office messenger (limited). Cafeteria (limited). Audio-visual service (limited). Class must compete for school work stations with other vocational training programs in the school. Retarded students work with normal students on work stations. No pay or other compensation is given. Work stations are considered to be an important but rather limited part of the program.

Work-experience Provisions: Students in the second and third years of the program are placed in local jobs on a half-day basis. All arrangements are made by the teacher. No subsidy is given employers.

Placement Provisions: When a pupil appears ready and is of working age, he may be placed, although the school prefers that students complete three years and graduate. Placements are made by the students and their families, the teacher and the co-ordinator of guidance, in that order. No use is made of local Department Vocational Rehabilitation services.

Follow-up: No formal procedure.

Parent Involvement: Parents are encouraged to meet with the teacher to develop a work plan for the child. There is no formal parent counseling program.

Community Supplements: The teacher is active in soliciting support from local business groups. When it has vacancies, the local sheltered workshop will take referrals from the school. There is an institution several towns away from the school.

Problems: What are the apparent and projected problems presented by this organizational pattern?

SUMMARY C (TERMINAL PROGRAM)

Setting: General High Schools—large city. Several self-contained classes in each building. Program has its own specialists for all subjects and shops.

Admission Procedure: Age 15-18+. I.Q. 50-75. Children admitted as part of special education sequence. Cautions taken to eliminate non-retarded. Parallel program at higher level for slow learners.

Progression: Students come from junior high special classes which stress prevocational preparation. Students who do not function well in the program may be referred to a local sheltering workshop. State law is mandatory to age 21. Program is established on three levels with definite activities at each level.

General Description: A group of 20 to 25 pupils enrolled in a class that is part of a cluster of special classes in the high school. Each cluster has access to shops that are designed to teach skills related to job families, such as food service and building maintenance.

In-school Work Stations: A number of work areas in the school are utilized for first year students. Second year students spend one or two double periods a day in the special shops. There is no provision for paying students on in-school jobs.

Work-experience Provisions: Placement is made directly through the State Employment Service or through the assistance of the vocational rehabilitation agency's district.

Placement Provisions: Placements are usually made at the end of the school year.

Follow-up: The co-ordinator or the rehabilitation counselor who made the initial placement also does the follow-up.

Parent Involvement: No specific provisions. Parents are encouraged to be involved throughout the school program.

Community Supplements: The community supports a large sheltered workshop and several similar facilities. The community is well attuned to the program which has been in operation for a number of years.

Problems: What are the apparent and projected problems presented by this organizational pattern?

Summary D (Terminal Program)

Setting: Vocational High School–county school system (suburban). A group of retarded students that has no homeroom and moves to various "related subject" classes and shop classes during the day. A special teacher has overall responsibility for the group and teachers academic work in the "related subject" class. He has no homeroom duties.

Admission Procedures: Age 16 until student completes program (by age 20) or drops out. I.Q. 80 or less. Pupils from the junior high special class are screened by a committee composed of the special education supervisor, vocational supervisor, school psychologist, school counselor, and others interested in a particular case. This committee acts on information gained from cumulative records, teacher opinions, test results and parent interviews.

Progression: Students come from the junior high school special class program only. Pupils who are not accepted are placed in work or continue in the high school-work study program in another district. Students in the vocational high school program complete a three-year sequence or drop out.

General Description: A group of pupils enrolled in a regular vocational high school in a special program class moves to shops and a special academic class in smaller sections. All of the shop classes are taken with regular students. Students regularly join in extra-curricular activities.

In-school Work Stations: Selected shops are used. Choice is made on an individual basis. School has all usual training areas–none specifically closed to mentally retarded–although some shops have not as yet been used for this group.

Work-experience Provisions: None as yet.

Placement Provisions: Placement is usually made at the end of a semester. Many placements are made by having employers contact the school for employees. The vocational rehabilitation counselor also makes placements.

Follow-up: Follow-up is done by the school counselor and the Department of Vocational Rehabilitation counselor, depending on who made the placement.

Parental Involvement: Parents must give their permission before a student is placed in the program. Parents are constantly involved in the program.

Community Supplements: No specific supplements. Employers do have a close working relationship with the school in general and do not appear to differentiate between students in the regular and special programs.

Problems: What are the apparent and projected problems presented by this organizational pattern?

SUMMARY E (TERMINAL PROGRAM)

Setting: General High School—large town. Self-contained class. Students move to special subject areas as individuals or in small groups while in first and second years of the program. Third year students have special shop periods only.

Admission Procedure: Age 15 until student completes program (20 top age). I.Q. 50-75. Pupils from the junior high special classes (2) move along into program. No specific screening procedure. No other students except transfers are admitted to the program.

Progression: Junior high to senior high to work, or to special occupational center run by state co-operative board.

General Description: A group up to 15 pupils enrolled in a step-by-step work-experience program.

In-school Work Stations: Room work stations for first year students consist of mimeographing, collating, mailing, small assembly work for shops, etc. School work stations for second year students include cafeteria, dish room, front office, grounds detail and similar assignments.

Work-experience Provisions: Jobs are found by the school guidance counselor or the local Vocational Rehabilitation counselor. The teacher may visit on the job, but most of the in-school follow-up is accomplished by the person doing the placement. The less capable workers are placed part-time by the Department of Vocational Rehabilitation which pays the employer a training fee.

Placement Provisions: Many placements are achieved through the part-time program. Other placements are made by the State Employment Service and the Department of Vocational Rehabilitation. Extensive use is made of on-the-job training plan.

Follow-up: Only vocational rehabilitation cases are followed formally.

Parental Involvement: No student will be placed full or part-time, unless one or both parents discusses the program and the placement with the placing counselor and the teacher.

Community Supplements: The local occupational center will work with students who do not succeed in the high school program, who need further training, or who need special evaluations.

Problems: What are the apparent and projected problems presented by this organizational pattern?

Summary F (Terminal Program)

This program is basically the same as Program E except that the school is located in an area with little industry. Consequently, students are paid state minimum wages by the school board to work on half-time jobs created by various schools in the district. A total of thirteen jobs in eleven schools are available. They include janitorial work, kitchen work, and simple clerical tasks. Some students are placed in full-time jobs in the schools as vacancies occur. A few students do receive work experience in local local industries.

Problems: What are the apparent and projected problems presented by this organizational pattern?

Summary G (Terminal Program)

Setting: Academic High School–suburban city. The class is mainly self-contained. The class moves as a group for all special subjects. It also moves for social studies so that the special class teacher may conduct foreign language classes for the college bound.

Admission Procedure: Age 15. No definite screening procedure. Most students come from local junior high program. Occasionally, a student from the first year class (sophomore) at the high school may be admitted upon agreement between the principal and the special class teacher.

Progression: Junior high and senior high to drop-out or work. Students remain with same teacher three years. No definite work training steps.

General Description: A group varying from 15 to 18 in number functions in a school where 80% of the students go on to college. Classroom is well equipped and includes shop and home economics areas plus an adjoining room for work training.

In-school Work Stations: Some use is made of various work stations according to the interests of the staff, students, and the time available to the teacher. No pay is involved.

Work-Experience Provisions: The teacher is not given any school time in which to make part-time placements. Some part-time

placements are made through a "Skills Training Program." This program is taught by the special class teacher *three evenings* a week. His salary is paid by the local Department of Vocational Rehabilitation. The program is designed to prepare boys and girls in the high school special class for work in local industries. Sewing, cutting, and pressing machines have been loaned by local firms and are set up in a room adjoining the special class in the high school. Selected boys and girls from the special class are trained on the machines and then placed part-time in industry. No other work experience is provided. Students who find their own placements are allowed to work half-time and attend school half-time.

Placement Provisions: All formal placement is done by the local department of vocational rehabilitation counselor. Placement is not restricted to pupils who have taken the "Skills Training Program."

Follow-up: Standard 60 days follow-up by the department of vocational rehabilitation.

Parent Involvement: No special provisions. Parents are expected to come to regularly scheduled school conferences and to follow procedures set up for the entire high school.

Community Supplements: No specific supplements except that local labor conditions are good. No local sheltered workshop is available.

Problems: What are the apparent and projected problems presented by this organizational pattern?

SUMMARY H (EXPERIMENTAL TERMINAL PROGRAM)

Setting: Five special classes in five different academic high schools. Schools are located in "upper middle class" communities but serve a mixed group. All schools have had high school programs for several years but have made no specific provisions for work experience or placement.

Admission and Progression: Students come from junior high special class in own district or from special classes in junior highs in adjoining systems that do not have high school special classes. Students are expected to spend three years in the high school program.

Special Features: Teachers are expected to do in-school teaching only. A full-time project staff person with training in special education and rehabilitation counseling is available to help with curriculum development and to give students the individual instruction that

is indicated by job performance. A full-time project staff person trained in rehabilitation counseling is available to place students in part-time and full-time jobs. The five schools are his only responsibility. A full-time project director trained in social work and general education is available to work with parents, school personnel, and local business leaders to develop support for the program.

The Program: The program includes:

1) a year in generally pre-vocational study with room work assignments only
2) a year on part-time work experience in the school. The project will pay the going rate for all work performed
3) a year on half-time work experience outside of school
4) placement and continuous follow-up.

Problems: What are the apparent and projected problems presented by the organizational pattern?

SUMMARY I (EXPERIMENTAL TERMINAL PROGRAM)

Setting: Special class located in a local rehabilitation center. Class is self-contained. Total program is entirely work oriented and focused on sheltered workshop activities. Curriculum emphasizes social adjustment.

Admission and Progression: The students enter the class from the junior high special class at age 16. The students are expected to remain two or three years depending on age and general maturity. Initial screening is very thorough. Students not admitted graduate from junior high.

Special Features: Very close co-operation with a number of community agencies.

Problems: What are the apparent and projected problems presented by the organizational pattern?

SUMMARY J (EXPERIMENTAL TERMINAL PROGRAM)

Setting: A large institution for the mentally retarded located near two large cities.

Admission and Progression: Trainees are admitted from junior high school and high school special classes throughout the state. They must be 16 and have I.Q.'s of 75 to 90. All trainees are referred by the local Vocational Rehabilitation counselors. The training period varies from 6 to 18 months.

Special Features: Trainees live in a special section of the institution and have considerably more freedom than other residents. Trainees attend academic and shop classes in the evening. They work under supervision in institution industries and other settings all day. Each work setting is changed every two months or sooner if the adjustment is poor. Work settings are matched to community job opportunities as closely as possible. Settings include the laundry, sewing rooms, food services, grounds keeping services and general mechanical maintenance. Trainees are placed by their local Vocational Rehabilitation counselor whenever the recommendation is made by the project staff at the institution.

Problems: What are the apparent and projected problems presented by the organizational pattern?

A number of school systems, administrative units and institutions have supplied descriptions of their terminal school programs from which the preceding material was developed. Each program has features valuable to itself which may become highly inappropriate if transferred to another program whose local needs may be quite different. Also, use in this publication of the material furnished, should not be interpreted as an evaluation of any single program. Appreciation is expressed to the teachers and administrators of the following for the foregone information:

University of Alabama
Deep River, Connecticut
Fairfield, Connecticut
Southbury Training School, Connecticut
South Norwalk, Connecticut
Stamford, Connecticut
Atlanta, Georgia
Baltimore, Maryland
Jackson, Mississippi
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